

SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special
Schools and Academies

Name of School: **Penwortham Broad Oak
Primary School**

School Number: **07047**

www.lancashire.gov.uk



School/Academy Name and Address	Penwortham Broad Oak Primary School Pope Lane Penwortham Preston PR19DE		Telephone Number	01772 749511
			Website Address	http://www.broadoak.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	4 – 11 years			
Name and contact details of your school's SENCO	Alex Sutton a.sutton@broadoak.lancs.sch.uk			

Name of Person/Job Title	Sarah Barton Headteacher		
Contact telephone number	01772 749511	Email	head@broadoak.lancs.sch.uk

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	http://www.broadoak.lancs.sch.uk		
Name	Sarah Barton	Date	1/9/26

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them? Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

- **The school is a modern build, with classrooms on the ground floor. The head teacher's office and staff room are upstairs.**
- **All internal doorways are wide enough to accommodate a wheelchair if necessary.**
- **There is wheelchair access to the playground via three ramps two of which are situated at the back of the hall and one at the back of the Year 6 classroom. A ramp is also at the front of the school via the school office.**
- **The school has a disabled parking space on the top car park.**
- **The school has disabled toilet facilities.**
- **All furniture is modern and of a height appropriate to the age of the class.**
- **Our website has additional accessibility features including font size adjustments, high contrast and translation.**
- **Our Teachers /Office managers are available to meet with parents who are without access to laptops or who have additional needs to support them re filling in forms.**
- **The use of SCOPA is encouraged; however, paper copies are provided where access is not available**
- **School has interactive whiteboards in every classroom and in the key stage 1 area, lower key stage 2 area and upper key stage 2 area.**
- **School has ipads and Chrome Books**
School policies are available via the school website. A paper copy can be obtained from the school office.

- Ongoing monitoring and evaluation of the school's accessibility is carried out and linked to school improvement planning where appropriate.
- Some pupils have their own equipment to support their access to the curriculum. We gain access to any specialist equipment if necessary.
- In support of our curriculum, certain pupils have access to specific pieces of equipment and aids to remove any barriers to learning.
- Visual timetables are used in school to support some pupils with SEND and further visual resources are created to support the needs of our pupils.
- The school has a range of ICT programmes to support pupils with SEND.
- School information is made available to parents and families via
 - School website
 - Open Events
 - Parents evening
 - School prospectus
 - Induction welcome pack
 - Home/school diaries(if needed)
 - Reading records
 - Email
 - Phone call
 - SeeSaw
 - Facebook

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?

- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

- **We are committed to the early identification of areas of concern and will use a range of formal and informal methods of assessment.**
- **Monitoring and assessment is ongoing for every pupil whilst at school which identifies pupils who may have additional needs.**
- **All pupils on entry to school will have their progress recorded using the Statutory Reception Baseline Assessment (RBA)**
- **Early intervention is vital and our staff quickly identify pupils with needs for possible SEN intervention.**
- **The class teacher informs the parents of any concerns at the earliest opportunity and enlists their help and support.**
- **The SENDCO works closely with parents, teachers and outside agencies to ensure the pupil is receiving the appropriate levels of support.**
- **We will consult the views of the pupil and seek the partnership of his/her parents in the process.**
- **Assessments and advice from other external agencies may then be used as a method to inform a support plan.**
- **Parents are welcome to approach the school at any time to discuss any aspect of their child's education and wellbeing with staff.**
- **Learning Mentor support is provided where necessary.**
- **School provides small group and one to one interventions.**
- **Access to a number of highly qualified and experienced support staff within school.**
- **School accesses a range of specialist support services e.g. Educational Psychologists, CAMHS, Speech and language, specialist teachers, Occupational therapists, Physiotherapists, Child and Family wellbeing service, school nurse, Behavioural therapists, Community Paediatricians, VI therapists, Child Action North West, Barnados, Golden Hill, Hillside and REACH.**
- **Staff have attended a range of courses on SEND.**
- **All progress assessments and teaching strategies are carefully monitored and reviewed through the 'Assess, Plan, Do, Review system.**
- **In facilitating access to the curriculum and to develop independent learning school provides**
- **A broad and balanced curriculum that is modified and differentiated to meet the individual needs of pupils.**
- **Individual Learning Plans (ILPs) and Boxall's are drawn up and implemented to help support any issue which may arise and that target specific areas in learning.**
- **ILP's and Boxall's are shared with parents and pupils and are reviewed three times a year.**

- The annual review process ensures that parents are partners in their child's learning and achievements at school.
- Annual progress reports are sent to parents.
- Parents are invited to attend Parents evenings to discuss their child's progress.
- When undertaking tests in school children with SEND can be supported in a variety of ways. This could be with the use of a reader, a scribe, use of rest breaks, sitting the test in a smaller room. Some pupils may also be granted additional time on application.

Ongoing support and development for staff supporting children and young people with SEND includes:

- Child Protection and safeguarding.
- First aid training that is updated regularly.
- Performance management
- Continuous professional development(CPD) opportunities identified and accessed externally.
- In house moderation processes.
- Health and safety
- Risk assessments

External learning and teaching offered

- Residential visits
- Access to swimming lessons
- Library visits
- Curriculum trips
- Secondary school visits

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

- Parents, pupils and all professionals involved with the child contribute to regular review meetings.
- ILP's and Boxall's are reviewed and updated on a regular basis and shared with parents and pupils.
- Targets are shared with the pupils.
- Review meetings for pupils with EHCPs are held annually or every 6 months if the pupil is under 5.

- **Pupil progress is monitored throughout the school via the Lancashire tracker Hub, class teacher assessment and pupil progress meetings.**
- **Interventions and in class support are reviewed regularly throughout the year.**

Keeping Children Safe

- **How and when will risk assessments be done? Who will carry out risk assessments?**
- **What handover arrangements will be made at the start and end of the school day?**
- **Do you have parking areas for pick up and drop offs?**
- **What arrangements will be made to supervise a child during breaks and lunchtimes?**
- **How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)**
- **Where can parents find details of policies on anti-bullying?**

What the school provides

- **Risk assessments are carried out for all off site visits by teaching staff and sometimes external agencies e.g. Occupational Therapists based on LCC Guidelines. These can include assessments of**
 - **School premises**
 - **Specific activities**
 - **Educational visits**
 - **Transport**
 - **Health care plans**
- **Handover arrangements are in place at the start and end of the school day. If another adult is collecting the child school must be notified.**
- **Morning and afternoon break times are supervised by a teacher and a Teaching assistants, Lunchtime breaks are supervised by Teaching Assistants. We have the correct ratio of adults to pupils for the break and lunchtime periods.**
- **All of our teaching assistants are First Aid Trained.**
- **Parents can find the school's relevant policies and procedures relating to anti- bullying, safeguarding and behaviour management on the school's website or are available by request from the school office.**
- **Policies on Safeguarding and Child Protection, Behaviour and Anti-Bullying are on our website. Staff complete annual safeguarding training (including Keeping Children Safe in Education) and regular Prevent and Online Safety training.**
- **Many aspects of safeguarding are taught directly to the pupils during PSHE, RSHE and Computing sessions (for example, online safety, child-on-child abuse and safe relationships).**

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

- **Only medication prescribed by a doctor or authorised health care worker will be administered in school. It must have the pupils name clearly seen on the medication.**
- **All medicines to be given are recorded on a sheet which details dosage and frequency. This is signed by two members of staff.**
- **Medicines are kept in a fridge in the office.**
- **Inhalers are kept in each classroom in a medical box. A sign clearly indicates where the medical box is kept.**
- **Parents sign to grant authorisation for school administration.**
- **Care plans are shared with the class teacher and other appropriate members of staff.**
- **If needed the school nurse in conjunction with health professionals and parents draw up a health care plan. These details are shared with the class staff and other professionals working with the child.**
- **This plan is reviewed annually or more frequently if there are any changes to condition, medication etc under the direction of the medical professionals.**
- **All teaching and support staff are familiar with emergency procedures.**
- **School can access School nurse, Occupational Therapists, Physiotherapy service, Child Action North West, Golden Hill, Hillside, Children and Family Wellbeing Service, Family Support and the Local foodbank. A range of other services can be accessed as and when necessary.**
- **The Learning Mentor supports pupils with pastoral and emotional needs.**

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)

- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

- The website lists the staff at school and their areas of responsibility, alternatively parents can ask at the office and will be directed to the correct member of staff
- We provide access to school information and policies via our website or from school office
- School has an Open Door policy but there are occasions when it may be necessary to make an appointment to see the Head teacher
- Each class has a Class Seesaw account and a class webpage which provides updates, information and celebrates pupils learning and activities in class.
- Parents meetings are held twice a year and a written report is provided in the Summer term. Parents have the opportunity to discuss this report at a parents evening if they wish.
- All SEND and curriculum information is shared via the school website, with termly SEND newsletters.
- Several open days a year for prospective parents.
- EYFS Reception pupils and parents/carers have a series of induction meetings in the Summer Term prior to their start date in September. Visits to our school are warmly welcomed at any time for prospective and new parents

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEN and their families?

What the school provides

Opportunities are offered for pupils to make a contribution that include:

- An active school council which includes pupils from years 1 – 6. They meet on a regular basis.
- The school has an Eco committee which meet regularly.

Opportunities offered for parents to have their say about their Child's education include:

- School has an open door policy to the class and head teacher.

- School holds regular parent evenings.
- Opportunities for parents to become members of the school governing body.
- Parents are invited to volunteer in school.
- Annual parent questionnaire.

The School's SEND governor is Mrs Rebecca Benton and works closely with the SEND Lead.

School works closely with a range of other partners and professionals to include:

- The school nurse
- Therapists
- CAMHS
- Social Care
- Early Help support
- Encompass
- Behavioural specialists i.e REACH, Inclusion Hub, Golden Hill, Hillside
- Children and Family Well being Service
- Child Action North West
- South Ribble Council

The home/school agreement states that together we will tackle any special needs or difficulties.

What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
How does the school help parents with travel plans to get their child to and from school?

What the school provides

The school offers every support to parents in order to complete forms and paperwork

Information advice and guidance are provided throughout a child's time in school. This can include:

- Annual review meetings
- Transition planning meetings
- Meetings to support the family
- EHA and TAF meetings

Parents, carers and pupils can request information advice and guidance at any time and the school staff are well equipped to support this through effective signposting and/or advice. We can signpost to services such as

- Health Visitor
- GP
- Opticians
- Food bank
- Debt management
- Child Care
- Children and Family Well being Service

If a pupil requires a travel plan to get to school this will be dealt with by the class teacher, head teacher and SENDCO as required

Transition to Secondary School

What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

- School provides close liaison between all feeder Secondary schools.
- Pre transfer visits are arranged with TA support if needed.
- Liaison with external agencies such as SENDO, Educational Psychologists can be conducted before transfer.
- The Secondary school head of year or SENDCO visit school before the end of the summer term,.
- The SENDCO works closely with pupils, parents and Secondary schools to ensure a smooth transition.
- The SENDCO from the local Secondary school is invited to attend the EHCP meetings of pupils in Year 6.
- Pupils attend different sessions at Secondary school to familiarise themselves with the building and the staff.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

What the school provides

- The school provides a breakfast and after school club .
- Pupils have the opportunity to take part in a variety of after school activities run by members of staff or external providers. These activities are fully inclusive.

- **Residential trips offered are fully inclusive and take into account the needs of the pupils.**
- **There are many more trips arranged to enhance the curriculum.**
- **Music lessons by the Lancashire music service take place during the school day.**
- **We have a buddy system in school to ensure all children make friends.**

Feedback

- How can feedback be given, state options available i.e. web site, telephone, email
- What will happen once feedback received
- How you will respond to feedback

What the school provides

Feedback can be given via the school web site, a telephone call, email or a face to face conversation.

A response will be given in a reasonable amount of time.